

NATIONAL CONGRESS BULLETIN

FEBRUARY, 1944

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 11, NO. 6

Monthly Memo TO: Local Presidents

LAST month I missed writing my usual letter to you but I thought you would like to have the message of Mrs. Birney given in 1897, which laid down the basic principles of our work. We may change emphasis from time to time because of changing conditions, but the fundamentals do not change.

Reports. Do you dread the job of preparing your annual report? No doubt many of you do, but perhaps you don't realize how important these reports are, even though you may not think you have done a great deal. The only way your state officers can know what is going on during the year in each association is from your reports; the only way the National Congress can get the facts so as to "tell the world" about P.T.A. activities is by reading the state reports. What would YOU reply if a representative of the Red Cross, for example, asked you, as they ask me, how many first aid, home nursing, nutrition classes, etc., have been sponsored by parent-teacher groups? The only way we can get the facts is for you to tell us. By adding your report to that of thousands of others, we can then give back to you the whole picture of what is going on. This year may we have the best and most thorough reports we have ever

had. We know you are working but let us know the complete story.

War Activities. Those at the front tell us that the hardest part of the fighting is still ahead of us. Therefore, please do not relax your war activities. Change them if need be, but cooperate in all the ways you are asked, so long as you don't neglect your own families, and don't forget that our whole program is needed both in war and in peace.

Record of War Activities. Nationally, we are keeping a record of the war service of the families of National Board members; a record that will one day be valuable history. We are also keeping a record of the ways in which we are helping with the war program. Are you keeping a similar record for your local association? Think how precious it will be to you in later years.

Teachers. We hear a great deal now about the scarcity of teachers, what small salaries they receive in many places, what unreasonable demands are made on them at times. May I suggest a program you might try sometime? Have a discussion on "What sort of teacher do I want for my child." List the qualities suggested, and then match this list against the teachers' salaries to

see if your town is paying salaries that measure up to the type of training and personality you desire. Next to parents, teachers have more influence on growing children and youth than anyone else. Our teachers must not only be carefully chosen and well prepared, but they must have a recognized and dignified place in community life—and an adequate salary.

Positive Leadership. May I remind you again of the need for positive leadership at this time. Many conflicting demands are made on us, many conflicting ideas call for our attention. In order to act wisely we should investigate and learn facts before we act; we should keep an open mind and not be swayed by persuasive talks until we have had time to get more than one side of an argument. It is also important to *know your state and national policies*; these are decided in a democratic manner after careful investigation and are intended to guide you.

One of my joys this year has been the great number of letters from local associations, telling me about their work. One local president said lately that she was writing to me as "an older sister" because she felt there was a close tie between us. That is the spirit I hope you all have. Your national officers have all worked in local associations, councils, etc., so know your problems from their own experience.

LISTEN IN ON FEBRUARY 19

2:15 — 2:30 p. m., E. W. T.

On February 19, the Association of Women Directors of the National Association of Broadcasters will inaugurate its American Home Campaign with a program broadcast over an NBC network. Mrs. Hastings, our National president, will be one of the nine distinguished leaders appearing on the broadcast. The general subject of the broadcast is "The Importance of the Strategic Role of the Woman Listener."



Minnetta A. Hastings!

President
National Congress of Parents and Teachers

FOURTH WAR LOAN DRIVE

February 15, the last day of the Fourth War Loan Drive, has been designated as Schools-at-War Day. The big feature of this day will be a last minute "cleanup drive," consisting of a Treasure Hunt to ferret out partially filled Stamp books and get them turned in for Bonds. The War Finance Division of the Treasury Department has sent out, to all school administrators, complete plans for carrying out the Treasure Hunt, which is to be a school-sponsored affair. We feel sure that every parent-teacher association will cooperate heartily in this Drive, and especially in the Treasure Hunt.



ALLIED YOUTH

An organization that is doing outstanding work "for the liberation through education of the individual and society from the handicaps of beverage alcohol" is Allied Youth. Through local Allied Youth Interest Groups, it is not only educating young people in the true facts about alcohol, but is also encouraging better recreation, directing study and research on the alcohol problem, and distributing literature to high schools and libraries. Many practical suggestions for parties and other recreation are given each month in *THE ALLIED YOUTH*, official publication of Allied Youth, Inc. For further information, write to Allied Youth, Inc., National Education Association Building, Washington 6, D. C.

A Word of Appreciation From the OPA.

FROM Chester Bowles, Administrator of the OPA, has come a very cordial letter expressing his appreciation of the way in which parent-teacher associations throughout the country have cooperated with the Office of Price Administration. His letter, addressed to Mrs. Hastings, is as follows:

"There have just come to my desk the enclosed letters which were sent by your state presidents to their local presidents. I have read them with great pride and interest for this to me is a magnificent example of democracy in action. It is the kind of thing that is enabling us to keep prices down; it is the kind of help that will win the economic war at home.

"This very service your state branches have rendered is having a marked effect in reducing the number of violations and in keeping prices at their legal level. A recent survey shows these very gratifying results.

"Please accept the thanks of your Government, as well as my own, for the full and effective cooperation the state branches of the Congress have given, and believe me when I tell you of the high esteem in which I hold your splendid organization."

This word of appreciation is very welcome and should spur us on to even greater efforts.

Alcohol and Today's Youth

IT'S A COMMON sight these days to see young people — boys and girls in their early teens — frequenting taverns, cocktail lounges, and bars. With the characteristic impulsiveness of youth, they plunge into drinking with the same enthusiasm they show toward football or a swing band. Without getting hysterical about it, let's look the facts straight in the face. In what specific ways is the use of alcohol harming our young people today?

In the first place, it's expensive, and becoming more so as luxury taxes rise. Today, many of these young people are working and have their own money to spend. At any time, though, they may revert to complete dependency on their parents. In either case, alcohol has no place in the budget of a teen-age boy or girl. Furthermore, these teen-agers are setting up habits that may be difficult or impossible to break.

As a result of long study, experimentation, and observation by scientists and physicians, a knowledge of the effects of alcohol has been obtained. Dr. Emil Bogen, head of a California sanitarium, sums it up by saying, "No other poison causes so many deaths, or leads to or intensifies so many diseases, both physical and mental, as does alcohol in the various forms in which it is taken."

If anyone questions the physical effects of alcohol, he need only consider the following facts: Statistics show that in fatal traffic accidents, one out of every nine drivers had been drinking, and one out of every five pedestrians. These facts, coupled with the further fact that DRIVERS UNDER TWENTY have the highest accident rates, give ample proof that the widespread drinking among young people is actually causing hundreds of deaths every year.

In addition to the unwholesome environment of the tavern and the undesirable companions found there, drinking has other social consequences. By weakening self control, alcohol increases the tendency to sex indulgences, with dis-

ease and delinquency as the all too common results. The results of various studies seem to indicate that of all the patients being treated for venereal disease, from 75 to 90 per cent have contracted it after taking alcohol.

There can be no question about how alcohol is harming today's youth — who are tomorrow's citizens. The real question is: what can we, as individuals and as members of the P.T.A., do about it? Several things.

1. Find out exactly what are the local laws or ordinances regarding the sale of liquor.

2. Find out to what extent these regulations are being enforced.

3. Bring the facts to the attention of the churches, women's clubs, civic groups (Rotary, Kiwanis, etc.), and any others who are interested. Ask their cooperation in meeting the situation.

4. With the cooperation of other groups, provide suitable recreation for young people where liquor is not available. This recreation may take the form of young people's clubrooms, weekly parties, youth participation in community drives, or other activities that provide an outlet for youthful energy and at the same time allow for fun.

Right now the important thing is for some group to take the initiative in bringing about more adequate and more effective education regarding the effects of alcohol, in encouraging more effective law enforcement, and in securing the passage of desirable legislation. Recent issues of the *National Congress Bulletin* contained accounts of what P.T.A.'s are doing along this line in various scattered communities. Hearty congratulations and sincere encouragement are hereby accorded to these pioneers!

If every P.T.A. did its utmost to prevent teen-age drinking in its own community, much progress could be made toward the solution of this problem which is contributing so largely to the delinquency of youth.

HAS YOUR P.T.A. SUBSCRIBED?

The subscription price of the *NATIONAL PARENT-TEACHER* is \$1 a year. Make check or money order payable to *NATIONAL PARENT-TEACHER*. Mail to 600 S. Michigan Blvd., Chicago 5, Ill.



- Are you buying war bonds and stamps?
- Are you saving fat?
- Are you salvaging every bit of wastepaper?

How Many

OF THESE CAN YOU ANSWER?

Reasons for the P. T. A.

1. Has there always been an interest in the welfare of children?
2. What part did the Industrial Revolution play?
3. What special problems have been created by modern, high-speed living?
4. How did today's conception of education gradually come about?
5. Why is it important to bridge the gulf between home and school?

Organizational Setup of the P. T. A.

1. Upon what different school levels is the P.T.A. organized?
2. What are the chief differences between an urban and a rural P.T.A.?
3. What is the relationship of the local association to the council? To the district P.T.A.? To the state congress? To the National Congress?
4. What makes the P.T.A. such a thoroughly democratic organization?
5. What is the purpose of its state conventions? National convention?
6. Where is the National Office? What are its functions?
7. What is the Board of Managers? How does it function?
8. How are membership dues allocated?

P. T. A. Publications

1. What is the purpose of the *NATIONAL PARENT-TEACHER*?
2. What is the purpose of the *NATIONAL CONGRESS BULLETIN*?
3. What books and pamphlets are published by the National Congress?
4. How are the publications distributed?

Goals and Policies of the P. T. A.

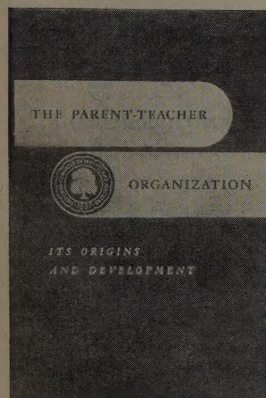
1. What are the five inclusive goals of the P.T.A.?
2. What means are taken to achieve them?
3. Why was the P.T.A. established on a non-partisan, non-commercial, and non-sectarian basis?
4. Who determines the policies of the P.T.A.?

Functioning of the P. T. A.

1. How are projects set up and carried out by local groups?
2. What is the "average" P.T.A. member like?
3. What are some examples of effective P.T.A. activity?
4. How are the procedures adapted to the needs of the group?
5. What are the standing committees?
6. What constitutes a typical program at a monthly meeting?
7. What are the special projects of the P.T.A.?

Accomplishments of the P. T. A.

1. What has the P.T.A. actually done in the field of health? Housing? Recreation? Legislation?
2. What has it done to help children who are mentally or physically handicapped?
3. How has it helped to build character and develop good citizenship?
4. Through what means has it brought about closer home-school cooperation?



Large OBJECTS Chart

Large Objects Charts, size 35 x 45 inches, printed in black ink on heavy white paper, are available from state congress offices. They are practical for use at meetings, conferences, schools of instruction, and institutes. The Objects are also printed on the Membership Card, in the *National Parent-Teacher Magazine*, and in many other state and National publications.

You'll Find the Answers in . . . THE PARENT-TEACHER ORGANIZATION: ITS ORIGINS AND DEVELOPMENT

*Published by the National Congress
of Parents and Teachers*

Each chapter in this new book is written by a seasoned worker in the parent-teacher organization. The authors are:

- *John E. Anderson*, professor of psychology and director of the Institute of Child Welfare, University of Minnesota; chairman of the committee on the Exceptional Child, National Congress of Parents and Teachers, 1937-43.
- *Edgar Dale*, professor of education, Ohio State University; chairman of the committee on Audio-Visual Education, National Congress of Parents and Teachers.
- *Anna H. Hayes*, chairman of the committee on Publicity, National Congress of Parents and Teachers.
- *Catherine C. Mulberry*, chairman of the committee on Reading and Library Service, National Congress of Parents and Teachers.
- *Minnetta A. Hastings*, president, National Congress of Parents and Teachers.
- *Alice Sowers*, professor of family life education and director of the Oklahoma Family Life Institute, University of Oklahoma; vice-president, National Congress of Parents and Teachers.
- *Florence C. Bingham*, vice-president, National Congress of Parents and Teachers.
- *Ada Hart Arlitt*, professor and head of the department of child care and training, University of Cincinnati; chairman of the committee on Parent Education, National Congress of Parents and Teachers, 1927-43.
- *Charl O. Williams*, director of field service, National Education Association; chairman of the committee on School Education, National Congress of Parents and Teachers, 1913-30, 1934-43.
- *Ivan A. Booker*, assistant director, Research Division, National Education Association.
- *William McKinley Robinson*, director of the department of rural education, Western Michigan College of Education; chairman of the committee on Rural Service, National Congress of Parents and Teachers, 1933-43.
- *Mary T. Bannerman*, chairman of the committee on Legislation, National Congress of Parents and Teachers, 1933-43.
- *Virginia Merges Kletzer*, past president, National Congress of Parents and Teachers, 1940-43.

NATIONAL CONGRESS BULLETIN

Volume 11 FEBRUARY, 1944 Number 6

Published monthly from August through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.

FORT WAYNE HAS AN UP-AND-COMING COUNCIL

Helped To Form Teen Canteen

The Ft. Wayne (Ind.) Parent-Teacher Council has cooperated actively with other civic groups in forming the Ft. Wayne Youth Commission, whose chief project is the Teen Canteen. Membership in the Teen Canteen is limited to those of teen age who are not attending grade school. Many social activities are provided, under proper supervision, but smoking and intoxicating beverages are strictly forbidden. The Teen Canteen is Ft. Wayne's answer—and a very sensible, practical one—to the juvenile delinquency problem.

The Council has also brought some fine programs to its own members and to the general public. On January 18, Dr. Thurman B. Rice, secretary of the Indiana State Board of Health, gave two addresses: "Parental Responsibility for Children," at the afternoon session; and "Community Responsibility," in the evening. A very special program is planned for Founders Day.

PRESIDENTS: PLEASE NOTE

Wartime restrictions on paper make it imperative that **EVERY** copy of the BULLETIN reach its proper destination. We can't afford to let a single copy go astray. Will you therefore please cooperate with us by: (1) sending us your new address, if you have moved recently; (2) sending the name and address of your successor to the state office, if your association has recently elected new officers. Thank you.

CHAPTER TITLES . . .

• Of the new book: *The Parent-Teacher Organization: Its Origins and Development* . . .

- I. A CHANGING SOCIAL LANDSCAPE
- II. ACHIEVEMENTS THAT BLAZE A TRAIL
- III. GUIDES AND GOALS FOR P.T.A.'S
- IV. THE DISTRIBUTION OF EFFORT
- V. COAST-TO-COAST COVERAGE
- VI. PROJECTS EXPRESS THE P.T.A.
- VII. HOME, SCHOOL, AND COMMUNITY IN FOCUS
- VIII. THE P.T.A.—A UNIQUE HOME INFLUENCE
- IX. THE P.T.A.—INTERPRETER OF EDUCATION
- X. THE P.T.A. SERVES THE COMMUNITY
- XI. A RURAL POINT OF VIEW
- XII. PUBLIC OPINION AND THE P.T.A.
- XIII. A COOPERATIVE PHILOSOPHY

ORDER YOUR COPY TODAY

DIAL IN ON THE BAXTERS

Saturdays—1:30 p. m., E. W. T.—
over NBC Network

CONGRESS CONTACTS

During the past several months, national leaders have represented the Congress at the following meetings:

- National Consumers Food Conference, sponsored by Food for Freedom. Mrs. Paul H. Leonard and Mrs. J. W. Bingham, vice-presidents.
- National OCD, Youth Advisory Committee. Howard V. Funk, second vice-president.
- Girl Scouts, Incorporated, Joint Committee. Howard V. Funk, second vice-president; Mrs. Clifford M. Thompson, vice-president; and Mrs. J. W. Bingham, vice-president.
- Work Shops Conferences on Child Labor. Mrs. William A. Hastings, president; Mrs. Malcolm McClellan, national chairman, committee on Legislation; Howard V. Funk, second vice-president; Mrs. Leonard G. Twitchell, president, New Jersey Congress.
- Cooperating Committee on School Lunches. Mrs. Paul H. Leonard, vice-president.
- National Achievement Award Conference. Mrs. H. S. Klein, secretary.
- Automotive Safety Foundation—Progress Committee. Mrs. L. K. Nicholson, national chairman, committee on Safety.
- Annual Convention of Associate Women of the American Farm Bureau Federation. Mrs. F. R. Kenison, chairman, State Presidents' Conference.
- Conference with the U. S. Office of Education and National Education Association. Mrs. William A. Hastings, president; Mrs. L. W. Hughes, first vice-president; Howard V. Funk, second vice-president; and Agnes Samuelson, national chairman, committee on School Education.
- American Education Week Committee. Mrs. William A. Hastings, president.
- School Broadcast Conference. Mrs. William A. Hastings, president.
- Joint Committee—N.E.A. and N.C.P.T. Mrs. William A. Hastings, president; Howard V. Funk, second vice-president; and Agnes Samuelson, national chairman, committee on School Education.

COMMENTS ON THE *Radio Script Service*

"We are so grateful to you for sending us the radio scripts. The Chattanooga (Tennessee) Council decided we should have some radio programs, and they have been most interesting. I went to our most prominent station and asked for a fifteen-minute period any time during the second week of the month and they were unusually gracious about giving it to us. They think our material is fine."

The above comment is typical of the dozens that have come in since we started the Radio Script Service. Fifty stations, in twenty-six different states, are now using the service regularly. Considering the wartime demands upon radio time, this is an outstanding record, and we want to express appreciation to every individual, every chairman, and every committee who helped to make it possible.

To date, Indiana is the banner state in the use of the service, since more than 50 per cent of the radio stations in the state are using it. A report from Evansville, Indiana, says, "We have our programs arranged so that each P.T.A. president from four high schools and fifteen elementary schools is responsible for one weekly broadcast. The city council is sponsoring two more which will make twenty-one broadcasts for the year." The Hammond, Indiana, Council is also using the scripts *regularly* each week over station WIND.

"The scripts make it easy to enlist the help and interest of all the associations in our council as well as some rural ones not too far distant from the radio stations," writes a P.T.A. in Massachusetts.



ORDER FORM

Date _____

National Congress of Parents and Teachers
600 S. Michigan Blvd., Chicago 5, Ill.

Please send me a copy of the new book, *The Parent-Teacher Organization: Its Origins and Development*. I am enclosing \$1.25. Mail it to:

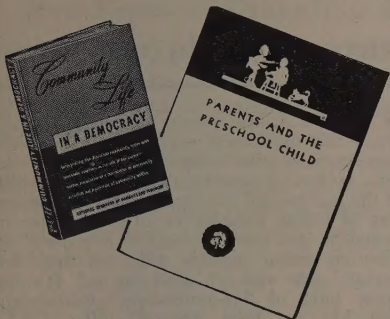
Name _____

Street and Number _____

City and State _____

Make check or money order payable to the National Congress of Parents and Teachers.

P.T.A. BOOKS for P.T.A. *Study Groups*



Have you added these two books to your P.T.A. Bookshelf? Make it easy for your Program and Study Group chairmen to find source materials by keeping your Bookshelf well stocked with up-to-date parent-teacher literature. *Community Life in a Democracy*—\$1; *Parents and the Preschool Child*—25¢. Order from the National Office.

TEACHERS' SALARIES

What Are You Doing About Them?

From our National chairman of Legislation, Mrs. Malcolm McClellan, there comes a forcible reminder that, war or no war, we must not lessen our efforts to raise teachers' salaries. "Many of us have taken the services of well trained, qualified teachers for granted and in many instances have paid them starvation wages to teach and help mold the characters of our children during the twelve most formative years of their lives. In only three states, California, New York, and Washington, do teachers have an average salary of more than \$1,200 annually while in twenty-two states the average teacher's salary is actually less than \$600 a year."

Mrs. McClellan urges all states to increase their efforts in behalf of the Federal Aid for Education bill, S 637, and its companion bill, HR 2849. These bills, endorsed by the Board of Managers of the National Congress last spring, provide Federal aid for education and also insure a maximum of local control.

"If your state supports S 637, write your representatives you want straight thinking and voting on this bill, *not* political trickery," urges Mrs. McClellan. "We have had Federal aid with little Federal control for years in money given to land-grant colleges and to vocational work through the Smith-Hughes Act. Why couldn't direct Federal aid for education fare the same way?"

THE SOUTH AMERICAN WAY

SEVERAL of our neighbors to the south now have organizations that are similar to the P.T.A. One of the most active is the volunteer school committees in Montevideo, Uruguay. Organized about four years ago to meet a widespread need for school equipment, the range of their activities is amazing. For example, in one year they contributed approximately two hundred thousand dollars to the school lunch fund, raising the money by fiestas, solicitations of individuals, business concerns, etc. They not only secured donations of cash but of most of the kitchen and dining-room equipment.

These volunteer committees help wherever needed. Sometimes this means the purchase of a new school bus, the furnishing of shoes and clothing to needy children, the raising of funds for new school buildings, the maintaining of a milk fund, or the providing of equipment and supervisors for playgrounds.

The committees function in the schools for handicapped children as well as in the regular primary and secondary schools. At the national school for deaf-mutes, the committee established a workshop and an employment placement service. Members of the committee go from one business firm to another, looking for opportunities for the deaf-mute graduates.

More detailed information about the work of these committees may be obtained by writing to Professor Emelio Fournie, Jefe del Instituto Internacional Americano de Proteccion a la Infancia, 18 de Julio, 1648, Montevideo, Uruguay.

THE RED CROSS 1944 WAR FUND

When bombs fall there is no time to send help half way around the world. When a badly wounded fighting man needs a transfusion, it is too late to begin looking for a blood donor or find a nurse to care for him. When a lonely soldier learns of trouble at home, he needs help—immediately.

The American Red Cross provides that help wherever and whenever the need arises. To fulfill its many obligations to the armed forces and our people the American Red Cross need *your* help. Let's give!

Founders Day

FEBRUARY 17

It goes without saying that every parent-teacher association in the country is holding some fitting observance of Founders Day—either on the actual anniversary, February 17, or on the meeting day nearest that date. This makes an appropriate occasion to call attention to the Founders Day gift, half of which is allocated to the state congresses and the other half to the National Congress, which uses this fund for extension work. Incidentally, the Founders Day gift, plus the five cents per capita dues and a small sum from the Endowment Fund, forms the sole income of the National Congress.

Founders Day provides a good occasion for re-emphasizing the goals of the P.T.A., so that those members who have entered the organization within recent months will have a better understanding of its purpose. At the same time, it will do no harm to point out some of the organization's achievements, since they will act as a spur to even greater accomplishments.

SUMMER ROUND-UP OF THE CHILDREN

In order to meet the handicaps of wartime shortages, the Advisory Committee makes the following recommendations in regard to the Summer Round-Up:

1. When no individual office examination is possible, arrange for group examination.
2. When no type of medical examination is possible, continue the follow-up work among the group examined in previous years.
3. Promote or cooperate in a program for immunization against diphtheria and smallpox.
4. When no examination, or only a limited examination, is possible, arrange for a preliminary health inspection by the school or public health nurse.
5. Carry on a program of dental health if dentists are available.
6. Arrange with study group chairman for study groups to discuss child health or child guidance.

When the full Summer Round-Up program cannot be carried out, associations submitting an authoritative report on any of the above points will receive credit and recognition.

Cabbage—A Victory Food Selection

During the period from February 24 through March 4, cabbage will be featured as the victory food selection of the War Food Administration. All P.T.A. members are urged to cooperate in helping to make use of the bumper cabbage crop of 515,000 tons. The nutritive value of cabbage is excelled by few other vegetables.

RADIO PROGRAM EXTENDED

• *Baxter Family Marches On*

THE victory-conscious Baxter family — Marge, Bill, and the children Janey, Bud, and Sandy — will be thirteen weeks nearer the day of victory before they go off the air! This popular series of broadcasts, sponsored by the National Congress of Parents and Teachers with the cooperation of the National Broadcasting Company, is being extended to a total duration of twenty-six weeks. So great has been the enthusiasm of parents, teachers, parent-teacher listening groups, and just interested individual listeners that to close the series earlier would have been a disappointment to all.

The Baxters go on the air each Saturday from 1:30 to 1:45 p.m., Eastern War Time. Listeners in the Chicago area receive the program over station WMAQ at 9:45 a.m., Central War Time. The additional broadcasts will, of course, carry on the story of the Baxters as they cope with their wartime problems.

The topics are as follows:

- Youth Solves Its Own Problem
- Let's Keep It Aboveboard
- Father's Gone to War
- Discipline's Nothing to Dread
- Time Out for Courtesy
- Boy Meets Girl
- How Important Is School?
- Can We Hate and Conquer?
- The Wrong Foot Forward
- Youth and the Future
- The Baxters Invest in Health
- What of This Year's Vacation?
- Democracy Looks to the Family

Each episode will be followed as usual by a brief summarizing comment from the "Voice of the P. T. A."

If your P. T. A. doesn't have a listening group, there's plenty of time still to organize one. Listening groups are doing some interesting things with these broadcasts. For instance, one group, after each broadcast, collects all related material in recent issues of the *National Parent-Teacher* and discusses it in connection with the Baxter episode. This results in a highly profitable discussion hour. Keep in touch with the Baxters — you'll find it well worth while!

NATIONAL CONVENTION DATES

Time — May 22, 23, 24

Monday, Tuesday, Wednesday

Place — New York City, N. Y.

Hotel Pennsylvania



WHAT THE P. T. A. MEANS TO Teachers

Quotations from letters written by members

• "I'll be very frank and admit that I joined the P.T.A. for an essentially selfish reason. I have found that teaching is easier — and hence better for everyone concerned — when the teacher knows something about the background of the pupils. There is no better way to learn it than to become acquainted with mothers and fathers through the P.T.A. I know better what to expect of certain pupils and also where I should make allowances if the home background is lacking in some important respect." — *Mr. A.R.D., Kansas*

• "I had been teaching in the same place for twelve years, but certain family circumstances made it necessary to take this present position in a strange community. Naturally, it wasn't any fun to make the change, and I missed my old friends. One of the teachers here persuaded me to join the P.T.A., and I shall be everlastingly grateful to her. Two of the mothers I've met have entertained me in their homes and I am making some lovely friends here. Now that I am beginning to feel at home, I can do a more effective job of teaching." — *Miss A. W., California.*

• "The thing I particularly like about the P.T.A. is the opportunity it provides for discussing certain problems with the parents. It would be impossible to take such matters up with each individual parent, and that would make it too personal anyway. But it's easy to talk about them in a group, and to exchange opinions and come to conclusions. And when it's done that way, no one's feelings are hurt. Such matters as whether or not girls should wear slacks to school may seem trivial, but they can disrupt a whole school if they aren't definitely settled. And the P.T.A. gives us a chance to thresh them out." — *Miss E. M. H., Wisconsin*

• "The P.T.A. brings some outstanding speakers to this town every year, and all the meetings are very stimulating and thought-provoking. In fact, I consider the monthly meeting of the parents and teachers as the best possible way of jolting teachers out of the rut they're bound to get into. We get a new point of view on school matters when we hear the parents' side and it's good for us. It's the finest form of 'lay-professional' relationship that has yet been devised." — *Miss J.A.S., Missouri*

• "I think the P. T. A. does a number of fine things, but its most important accomplishment is not often mentioned. I refer to the practical way in which it enables parents to see and talk about and understand the problems of the school. As tax-paying citizens, these parents are then able to vote wisely on legislation affecting the schools, since they know from first-hand what the situation is and what the schools need." — *Miss E.V.T., Oregon*

• "This is my first year of teaching and my toughest job was in handling the 'problem children,' which every teacher has, I suppose. Through the P.T.A., however, I became acquainted with the parents of those children and was able to talk to them in a friendly, informal way. It made all the difference in the world when it came to managing the children themselves. With home cooperation, I now have scarcely any trouble with them." — *E. B. B., Illinois.*

• "After every P.T.A. meeting I notice that the children whose mothers attended the meeting show special interest in their schoolwork. They seem really happy over the fact that their parents are interested in what they're doing at school and their own enthusiasm is thereby boosted. How fine it would be if all the parents attended the meetings." — *Miss E.C.K., New York*

Safety Hint The most dangerous steps a person takes when walking are the first few from the curb. The safety division of the motor vehicle department advises: to save your neck, use your head. Cross streets and highways only after looking first to see if the way is clear.

JUNIOR CITIZENS SERVICE CORPS

Boys and girls under sixteen can serve their country by joining the Junior Citizens Service Corps. Typical activities of this Corps are: (1) producing simple articles for home consumption; (2) sorting out clothes and other collected articles; (3) helping with War Bond and other drives; (4) collecting books for the Victory Book campaigns; (5) helping in hospitals and offices; (6) raising gardens; and (7) taking care of small children. For full information, send for OCD Publication 3623, Supt. of Documents, U.S. Government Printing Office, Washington, D.C. (Price, 5¢)

YOUNG PEOPLE TAKE PART IN INSTITUTE

ON *Postwar Planning*

New Types of Education and Recreation Are Suggested

THE PROBLEMS of youth and postwar education were the chief topics of discussion at the P. T. A. Institute held at the Eastern New Mexico College. Students, as well as parents and teachers, participated in the panels and round-table discussions.

The contributions of the young people on the program were especially revealing, since they voiced the general feeling of their fellow students. Mary Hunt, a high school pupil, brought out the point that postwar schools should prepare their students to earn a living, and hence education should first of all be practical. Furthermore, the schools must provide better health education and better recreational facilities for youth. Miss Hunt put the matter squarely up to parents by asking, "Would you rather have your boys and girls dancing in questionable places or in the school buildings under the supervision of parents and teachers?"

This problem was also emphasized by D. Boone Lacewell, a teacher from Curry County, who pointed out that with the increased leisure of postwar days and with the failure of homes to provide recreation for young people, the schools must assume the responsibility of directing recreational activities.

Tests To Find Out Abilities

Betty Caperton, another high school student, urged that the schools do a better job of finding out each pupil's particular abilities, through psychological tests, aptitude tests, and personality ratings. She pointed out that the Army now has many personnel workers carrying on this type of investigation among the soldiers. She also suggested that a plan of part-time study and work might be advisable for high schools in postwar days.

Another high school student, Wilfred McKenzie, told the audience that it was useless to fight a war for the four freedoms unless we were able to keep for students the right of free and open discussion in the classroom. He also suggested that high schools teach etiquette to boys as well as girls.

Importance of Marital Adjustment

A college senior, Mrs. Lois Taylor Cantrell, emphasized adjustment — especially marital adjustment — as the most important postwar problem. In many instances, Mrs. Cantrell pointed out, a girl who married a soldier would have to get acquainted with her husband all over again when he came back from service overseas, and he might then be a very different person from the man she married.

Panel Discussion

A panel discussion on the postwar problems of youth brought out the following as being the most significant:

- | | |
|---|---|
| 1. <i>Getting a job after the war</i> | 4. <i>Better recreational opportunities</i> |
| 2. <i>Better counseling in high schools</i> | 5. <i>Religious education</i> |
| 3. <i>More vocational education</i> | 6. <i>Instruction in problems of family life.</i> |

The students felt that the school must assume responsibility for sex education, preparation for marriage, and instruction in consumer problems.

Other Problems

A lengthy discussion hinged around the problem of giving credit for high school instruction in religion. Delegates to the Institute insisted that the church and school should be kept separate. It was then suggested that each church provide classes in religious instruction and that each student attend the church of his choice or a class in ethics.

Mrs. K. A. Yoder, president of the New Mexico Congress of Parents and Teachers, brought up the point that many young people today are earning more money than their parents ever had, but they have no idea of the value of money and hence often spend it unwisely. She stated that a special committee of the state congress is now working on these various problems in an effort to find ways in which the New Mexico Congress can help to solve them.

STREAMLINERS

Promotes Friendly Atmosphere

The Madison Parent-Teacher Association of York, Pennsylvania, attributes its fine attendance to the fact that the officers have made a special effort to promote a friendly atmosphere at the meetings. Each month a personalized invitation is sent to every member, "trying to get across the thought that our meeting might not be quite so successful unless this particular parent attends, and that the P.T.A. is 'her' organization," explains Mrs. Myra M. Parks, president. The most recent project of the Madison P. T. A. is a nutrition class, supervised by the Red Cross.

A Variety of Activities

A recent letter from Mrs. Ray L. Covell, president of the Starkweather P. T. A. in Plymouth, Michigan, tells of the many fine activities carried on by this group. High lights of the fall and winter work were the establishment of a school lunchroom, where from fifty to a hundred children are served every day; and a galosh exchange and used clothing sale, which netted \$12.10 for the P. T. A. fund. "The better garments sold readily and the remainder were turned over to the salvage drive. This was an experiment to see if used clothes were in demand, and it was found that they are, especially if in good condition and clean."

A Peppy Preschool Unit

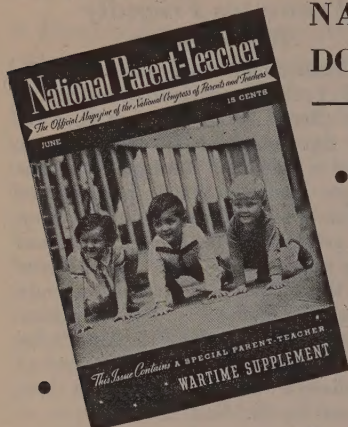
From Mrs. Gandolfo Andolina, president of the Lexington, Mass., Preschool P. T. A., there comes an enthusiastic account of the activities of her group. "We have stimulated interest in preschool units to the extent that at our mid-winter conference in Boston, the preschool units will have a special table, at which there will be fifteen mothers, representing six different towns, all interested in forming preschool groups. . . . The high light of the year will be the joint talk by Dr. and Mrs. Garry Cleveland Myers at our March meeting. . . . Our membership this year is seventy mothers and fathers."

Federal Aid without Federal Control

Federal aid to education is not new. The first grant was authorized in 1785. No Federal control has ever followed Federal aid to education, except when written into the law by Congress. H. R. 2849 and S. 637 absolutely prohibit Federal control of education. This legislation maintains the present local and state control of schools.

—National Education Association

Parent Education . . . WHAT OUR NATIONAL MAGAZINE IS DOING TO ENCOURAGE IT



THERE'S very little question nowadays that parents are interested in becoming better parents. "Parent education! Give us more and better materials on parent education!" is the cry heard on all sides. But, when it comes to effective parent education, members of the National Congress of Parents and Teachers may be permitted a smile of quiet satisfaction, for they have in their official magazine, the *National Parent-Teacher*, a monthly symposium of the best "parent educators" the modern world has to offer.

In recent issues have appeared such well known educators as

Gertrude Laws
Anna W. M. Wolf
Joseph K. Folsom
Robert R. Sears
Ernest G. Osborne
Sidonie M. Gruenberg
Afton Smith
Dorothy Baruch
Rhoda Bacmeister
Florence Goodenough
Alice Sowers
Harold Anderson

The two study courses, "Basic Training for the Toddler" and "The Family's Stake in Freedom," are conducted this year by two nationally famous experts in parent education: Ethel Kawin, director of guidance in the Glencoe (Illinois) public schools; and Dr. Ralph H. Ojemann, associate professor of psychology

How many other officers and chairmen see your copy of the *National Congress Bulletin*? Don't pigeonhole it! Pass it along! An informed membership is an effective membership. The subscription price of the *Bulletin* is 20¢. Order from the National Office.

and parent education, University of Iowa, and our own national chairman of Parent Education. The courses and the articles on which the discussions are based began in the September 1943 issue of our Magazine. They have been used throughout the country in hundreds of parent education groups, as well as in the regular programs of many associations. Articles appearing to date have covered the following parent education topics:

The Family Council
Home-School Teamwork for Democracy
Recruits in Rompers
Mental Growth in the Preschool Period
Freedom and Discipline in the Early Years
Sharing the Family Tasks
The Free Child's Personality
When Fifteen and Fifty Disagree
Boys and Girls Together
Toys That Train the Toddler
Does Your Child Feel Secure?
Induction into Social Living
Emotions — Liability or Asset?
The Growing Child's Budget

If your association has not already used these excellent presentations, we suggest that your chairman of programs, study groups, or parent education gather up all available back issues of the National Parent-Teacher and plan a concentrated parent education course for parents during the summer months.

BEGINNING in September, new parent education courses will be presented, and these courses will be announced in an early issue of this *Bulletin* and in the Magazine itself. In the meantime, however, the current and back issues of the *National Parent-Teacher* are a gold mine for all state and local leaders who want to take advantage of the new upsurge of interest in parent education. Not the least helpful of many helpful features is the NPT Quiz Program, a regular monthly department based on the questions asked by parents. This feature gives immediate, practical help where it is most needed.

The *National Parent-Teacher* has always emphasized the Objects of the National Congress, the first two of which are dependent upon parent education:

- To promote the welfare of children and youth in home, school, church, and community.
- To raise the standards of home life.

Down through the years, each issue of the Official Magazine of the organization has kept these two Objects constantly before its readers by securing and publishing materials from the best parent education sources available.

The directors and editors of the Magazine plan to continue and to enlarge this important service. That their efforts in this direction have been noted and acknowledged is evidenced by a commendation from one of the country's foremost authorities in parent education, Ernest R. Groves, who says: "The *National Parent-Teacher* is one of the most useful magazines for parents. It is progressive, authoritative, and well balanced."

Plan now to make full use of the parent education material in the *National Parent-Teacher*. Use your national Magazine as your *helper, consultant, and guide*. Its only purpose is to serve you faithfully and well.

Recipes for School Lunches

A new pamphlet containing almost a hundred recipes for school lunches has recently been prepared by the Bureau of Human Nutrition and Home Economics. The recipes are particularly geared to fit with the Type A and Type B lunches set up by the Food Distribution Administration. Entitled "School Lunch Recipes," this pamphlet is Miscellaneous Publication No. 537, U. S. Department of Agriculture, and may be obtained, at ten cents a copy, from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

TELL ALL TEACHERS . . .

- About our new book, *The Parent-Teacher Organization: Its Origins and Development*. If you live in a college or university town, mention it to the faculty members whom you know.

